



UNION HIGH

1163 Lakeside Drive
Union, SC 29379

Grades	9-12 High School	
Enrollment	1,276 Students	
Principal	Joe Walker	864-429-1750
Superintendent	Dr. Kristi Woodall	864-429-1740
Board Chair	Dr. Wanda R. All	864-429-0746

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	At-Risk
2009	Average	Below Average
2008	Average	Excellent
2007	Below Average	At-Risk
2006	Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	24	3	0

* Ratings are calculated with data available by 03/24/2011.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	2008	2009	2010	2008	2009	2010
Passed 2 subtests (%)	73.4%	71.1%	71.2%	78.4%	73.5%	74.8%
Passed 1 subtest (%)	14.1%	13.5%	15.3%	11.6%	13.6%	13.3%
Passed no subtests (%)	12.5%	15.4%	13.6%	10.1%	12.9%	12.7%

HSAP Passage Rate by Spring 2010

	Our High School	High Schools with Students Like Ours
Percent	85.6%	88.6%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	342	322	220	252
Number of Graduates in Cohort	248	232	165	173
Rate	72.5%	72.0%	76.0%	71.0%

*Used to calculate current AYP.

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	69.1%	70.1%
English 1	42.2%	60.7%
Physical Science	36.0%	46.8%
US History and the Constitution	36.4%	34.7%
All Tests	46.7%	51.7%

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=1,276)				
Retention rate	2.8%	Up from 2.5%	4.4%	3.7%
Attendance rate	94.4%	Up from 92.3%	95.2%	95.4%
Eligible for gifted and talented	2.2%	Down from 19.9%	12.1%	12.4%
With disabilities other than speech	16.7%	No Change	14.0%	12.8%
Older than usual for grade	8.9%	Up from 6.4%	9.9%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	3.3%	Down from 3.8%	1.7%	1.1%
Enrolled in AP/IB programs	6.8%	Up from 6.6%	11.7%	13.1%
Successful on AP/IB exams	48.9%	Down from 51.1%	47.9%	50.4%
Eligible for LIFE Scholarship	29.3%	Up from 9.9%	31.8%	30.4%
Annual dropout rate	0.9%	Down from 3.4%	3.4%	3.1%
Career/technology students in co-curricular organizations	7.5%	Down from 12.6%	3.7%	2.2%
Enrollment in career/technology courses	997	Down from 1044	497	424
Students participating in work-based experiences	94.2%	Down from 97.2%	17.6%	11.7%
Career/technology students attaining technical skills	77.1%	Down from 81.7%	78.4%	78.7%
Career/technology completers placed	98.0%	Down from 100.0%	96.3%	98.5%
Teachers (n=79)				
Teachers with advanced degrees	38.0%	Down from 46.6%	59.4%	60.4%
Continuing contract teachers	73.4%	Up from 59.1%	76.5%	76.6%
Teachers with emergency or provisional certificates	13.2%	Up from 10.1%	8.7%	6.5%
Teachers returning from previous year	84.9%	Up from 79.0%	86.3%	86.8%
Teacher attendance rate	95.0%	Down from 95.4%	95.2%	95.8%
Average teacher salary*	\$43,875	Down 6.4%	\$47,305	\$47,390
Professional development days/teacher	7.1 days	Up from 6.9 days	9.4 days	10.0 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	30.8 to 1	Up from 28.9 to 1	25.6 to 1	25.8 to 1
Prime instructional time	88.6%	Up from 86.8%	89.2%	90.1%
Dollars spent per pupil**	\$5,278	Up 8.9%	\$8,322	\$7,974
Percent of expenditures for teacher salaries**	61.7%	Up from 57.1%	55.6%	55.4%
Percent of expenditures for instruction**	66.3%	Up from 60.1%	60.3%	60.4%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	94.2%	Down from 94.6%	95.3%	96.0%
Character development program	Good	No Change	Good	Good
Modern language program assessment	N/A	N/A	Average	Average
Classical language program assessment	N/A	N/A	N/A	Average

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Performance By Student Groups

	HSAP Passage Rate by Spring 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	257	85.6%	1071	46.7%	322	72.0%	No
Gender							
Male	132	81.1%	550	46.5%	160	69.4%	N/A
Female	125	90.4%	521	46.8%	162	74.7%	N/A
Racial/Ethnic Group							
White	135	90.4%	579	50.1%	172	71.5%	N/A
African American	119	79.8%	477	41.9%	145	73.1%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	29	48.3%	179	31.8%	34	38.2%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	145	81.4%	745	43.4%	175	70.3%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

Union County High School's 2009-2010 school theme of "Success: Hard Work Pays Off!" was a true reflection of our school's performance this year. The Visual and Performing Arts students presented GT music recitals, choral concerts, band concerts, and competitions, as well as two wonderful plays for our community and a spring band concert for all of the students and faculty. We also added AP Art to our curriculum this year.

UCHS scores for disabled students and students with subsidized meals increased in the areas of proficient and advanced on HSAP. In these areas, our school was 4 to 5 percentage points above the state average and also had an increase of 8% in the number of students graduating who were on subsidized meals. The HSAP ELA and Math test scores for African American students increased in the areas of proficient and advanced and exceeded the state average. As a result of this hard work, we won the Closing the Achievement Gap Silver Award for improved graduation rate and test scores for African American students and students on subsidized meal programs. With teacher attendance up to 95.4%, retention rate down 2%, and our students' overall attendance rising to 92.3%, we also saw an increase in the overall rate of proficient and advanced students in HSAP Math and Physical Science EOC tests. Our students in US History tested higher than the state average on the EOC. We had an overall increase in students' participation in AP courses, along with a significant increase of 51% in the number of AP exams passed by our students in comparison to the 30% of last year.

UCHS seniors qualified overall at 29% for Life Scholarships and earned \$1,135,198.00 in scholarships for this year. We were named an ACT Magna Cum Laude School for our increase and continuous improvement of more than 1.2 points over a two year time period. Contributing factors to our improvement were utilizing the PSAT test and the TestGear program purchased with our Palmetto Gold Award last year, with which our students gained testing skills in SAT and ACT. Our JROTC students credit this additional testing practice in contributing to their winning the George Marshall Leadership and Academic Competition to return for the second year to Washington, DC. Our FFA produced a State Championship team, with individuals winning in Horse Judging and Miss S.C.FFA for 2010. Our students were Region Champions in football, softball, and girls' tennis, and we had individual state champions in wrestling.

We continue to use our Small Learning Community grant to implement Upper Level Academies in the 2010-2011 year, to fund college and career trips, to continue our advisement program, and to support our homework center. We are so proud of the teachers, students, and parents for their support and hard work and are focused on continuing our efforts toward educational excellence for all of our students in the coming year.

Joe Walker, Principal
Karen Greer, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	80	244	59
Percent satisfied with learning environment	77.5%	68.6%	72.4%
Percent satisfied with social and physical environment	78.8%	69.3%	69.0%
Percent satisfied with school-home relations	60.8%	81.7%	67.8%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress

NO

This school met 11 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

N/A

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality Data			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	N/A		1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A		5.6%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.1%	0.0%	No

Abbreviations for Missing Data

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	358	98.9	18	36	26.7	19.2	58.4	58.1	65.9	No	Yes
Male	181	98.3	24.7	36.2	24.7	14.4	47.1	46.6	60.8	N/A	N/A
Female	177	99.4	11.2	35.9	28.8	24.1	70	70	71	N/A	N/A
White	224	99.1	15	29.6	31	24.4	68.1	67.8	77.5	No	Yes
African American	132	98.5	23.3	45.7	20.2	10.9	42.6	42.3	49.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	80.2	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	56.8	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	65.9	I/S	I/S
Disabled	68	100	59.7	32.8	6	1.5	13.4	13.4	21.3	No	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsidized meals	220	98.6	25.5	39.2	22.6	12.7	48.1	47.7	51.5	Yes	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	357	99.4	23.2	30.7	24.9	21.2	55.9	55.6	62.3	No	Yes
Male	180	98.9	25.9	25.9	25.9	22.4	56.3	55.7	61.7	N/A	N/A
Female	177	100	20.5	35.7	24	19.9	55.6	55.6	63	N/A	N/A
White	224	99.6	18.7	26.2	26.2	29	65	64.7	75	No	Yes
African American	131	99.2	31	38.8	21.7	8.5	40.3	40	44	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	85.5	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	56.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	62.5	I/S	I/S
Disabled	68	100	61.2	29.9	6	3	16.4	16.4	22.1	No	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	52.6	I/S	I/S
Subsidized meals	219	99.5	31.9	31.5	22.1	14.6	45.1	44.7	48.1	No	Yes

Physical Science (End-of-Course Test performance by Group)

All Students	358	86.0	68.2	20.8	7.5	3.6	11.0	N/A	N/A	N/A	N/A
Male	181	80.7	67.8	17.8	8.9	5.5	14.4	N/A	N/A	N/A	N/A
Female	177	91.5	68.5	23.5	6.2	1.9	8.0	N/A	N/A	N/A	N/A
White	224	88.4	64.1	21.2	9.6	5.1	14.6	N/A	N/A	N/A	N/A
African American	132	81.8	75.9	19.4	3.7	0.9	4.6	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	67	56.7	97.4	0.0	2.6	0.0	2.6	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	220	81.8	72.8	18.3	6.7	2.2	8.9	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2009	324	98.8	20.3	38	23.6	18	54.4	54.2	61.8
	2010	358	98.9	18	36	26.7	19.2	58.4	58.1	65.9

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	2009	323	98.8	22	26.3	29.9	21.7	63.2	63	62.7
	2010	357	99.4	23.2	30.7	24.9	21.2	55.9	55.6	62.3

* Adjusted to account for natural variation in performance.